

SAM BELL MAXEY HOUSE

— STATE HISTORIC SITE —

Paris, Texas

Post-Visit Guide

High School

Overview: Continuing the Legacy

A successful military man, lawyer, and politician, Sam Bell Maxey and his wife Marilda built an enduring legacy for their adopted children and grandchildren. In this lesson, students will investigate primary sources to better understand the contributions made to home front efforts during World War I by his adopted nephew Sam Bell Maxey Long, his wife Lala, and the American public.

United States History Studies Since 1877

(2) History. The student understands traditional historical points of reference in U.S. history from 1877 to the present. The student is expected to:

- (C) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and
- (D) explain the significance of the following years as turning points: 1914-1918 (World War I), 1929 (the Great Depression begins), 1939-1945 (World War II), 1957 (Sputnik launch ignites U.S.-Soviet space race).

(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:

- (A) use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- (B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- (H) use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.

Materials

- Historical images for display/distribution
- Graphic organizers

Vocabulary

- **primary source:** an original artifact, document, diary, autobiography, recording, or any other type of information created during a time period

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Primary Source Activity: Service in Action

Historical Context

The U.S. entered World War I in April of 1917. During the war, the American Red Cross mobilized some 8 million volunteer workers who were assigned to service corps at Red Cross chapters across the country and overseas. The humanitarian efforts of the Maxey and Long household did not end with their service to the city of Paris during the fire of 1916. Sam Bell and Lala Maxey Long and their cousin Sallie Lee Lightfoot were active members and leaders of the Lamar County Chapter of the Red Cross.

Display/distribute the **1917 Paris Morning News article** and **transcript**. Read it aloud or ask for volunteer readers. Facilitate classroom discussion through the following suggested questions:

- Where and when was this article published? [*Paris Morning News, May 25, 1917*]
- What is the main idea of the article? [*establishment of the Lamar County chapter of the Red Cross*]
- To what offices were members of the Maxey Long families elected? [*S.B.M. Long: chairman, Sallie Lee Lightfoot: executive committee*]
- Why are primary sources like this note valuable?
- What are some challenges in learning from primary sources?

Primary Source Analysis: All In!

Display/distribute the **primary source documents A-H** and the **analysis worksheet**.

Preview each document, including any titles, dates, and identified audiences.

Review any pertinent terms including:

- Committee on Public Information: An independent government agency established by President Woodrow Wilson to stimulate positive, patriotic messages for war support. It was the first large-scale U.S. propaganda effort.
- Liberty bonds: War bonds issued by the U.S. Treasury and the Federal Reserve as a means of funding the war effort. Over 20 million Americans bought bonds during the war, raising over \$17 billion.
- Spanish flu: An H1N1 influenza pandemic that infected over 500 million people worldwide, with approximately 50-100 million deaths from 1918-1920. It was called the “Spanish flu” because it was believed to have originally spread from Spain.

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Have students work individually or in pairs to examine each primary source document to answer the analysis worksheet questions. Share responses. Extend the discussion by asking students to discuss this question:

World War I was experienced both at home and abroad. How did government-sponsored propaganda and the push for volunteer service help shape what it meant to be a “good American” during the Great War?

Primary Source document summaries:

- A: Third Liberty Bond certificate
- B: identification cards
- D: Certificate of Honor
- D and E: poster
- F: State Council of Defense bulletin
- G: WWI pamphlet
- H: Purpose and Plan of the Four Minute Men

Primary Source Document Analysis Answers

A

- Mrs. S.B.M. Long (Lala)

B

- Mrs. S.B.M. Long (Lala); Sept 27, 1917
- Surgical dressings
- Mrs. Lala W. Long; June 22, 1918; upon request
- Canteen service; serving food and coffee to members of armed forces

C

- Sam Bell Maxey Long (S.B.M. Long); Dec. 24, 1918
- Long’s service as a Four Minute Man during World War I 1917-1918
- Secretaries of State, War, Navy

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D

- All U.S. citizens regardless of age or gender needed to support the war effort.
- The American public or Lady Liberty
- James Montgomery Flagg
- 1917; New York

E

- Buy Liberty Bonds; 1917
- Appeals to concerns of safety for family serving in the military, exclusivity of belonging to a Liberty Bond “club”
- If you don’t buy a Liberty Bond and wear your button, you might not be considered a patriotic American.

F

- October 30, 1918; San Antonio, Tx
- \$170,500,000
- They were used to make gas masks.
- Don’t assume the war is ended until a peace treaty is signed; Post-war reconstruction in Europe will be both economically and industrially challenging and will require continued American support.
- Nurse training; impact of Spanish flu

G

- To give information and encouragement on war efforts to the public during film intermission time
- June 16, 1917 (approved for formation April 14, 1917); President Woodrow Wilson

H

- President Woodrow Wilson
- To express interest in and commendation of the efforts of the Four Minute Men; the Men themselves and theater managers
- The spoken word can both inflame public passion and inspire public action for a higher good.
- The records of this effort will provide insight into how the American civilian public reacted to and supported war efforts at home.

ELAR Extension: Every Man, Woman, and Child!

English I TEKS

(15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:

- (D) produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that conveys a distinctive point of view and appeals to a specific audience.

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Discuss the use of image, color, text, and message in the World War I posters. What is the difference between advertising and propaganda?

Have students create at least three original advertising materials, in any medium, that reflect the World War I efforts to either recruit potential military members or to encourage civilian support for war efforts.

Additional information for research includes:

- *World War I and the American Red Cross*
<https://www.redcross.org/content/dam/redcross/National/history-wwi.pdf>
- Library of Congress, Red Cross during WWI Poster Collection
<https://www.loc.gov/collections/world-war-i-posters/?fa=subject:american+red+cross>

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Activity Image: Lamar County Red Cross Chapter

Citation: Sallie Lee Lightfoot with other members of the local Red Cross chapter. Left to right: Mrs. J.M. Scott, Miss Sallie Lee Lightfoot, and Mrs. Bob Berry. Courtesy of the Sam Bell Maxey House State Historic Site.



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Activity Resource: *The Paris Morning News* article, May 25, 1917 [transcript]

Red Cross Chapter Now Organized

Many Paris people assembled in Centenary church yesterday afternoon to hear something of the work of the Red Cross and organize a chapter for Lamar County.

Prof. E. L. Dohoney presided and the purposes of the Red Cross were briefly outlined by Dr. Lucian Nicholson. Announcement was made that the charter had been granted for a Lamar county chapter, and organization was then perfected by the following elections:

Chairman, S. B. M. Long.

Vice chairman, Ed. H. McCuiston.

Secretary, Miss Frances Hancock.

Treasurer, Neville Brooks.

Executive committee – Dr. Lucian Nicholson, chairman; Messrs. E. B. Norment, Ralph Provine, J. J. Culbertson, E. L. Dohoney, W. C. Clark; Mesdames W. B. Connor, T. M. Scott, Geo. M. Price, Miss Sallie Lee Lightfoot.

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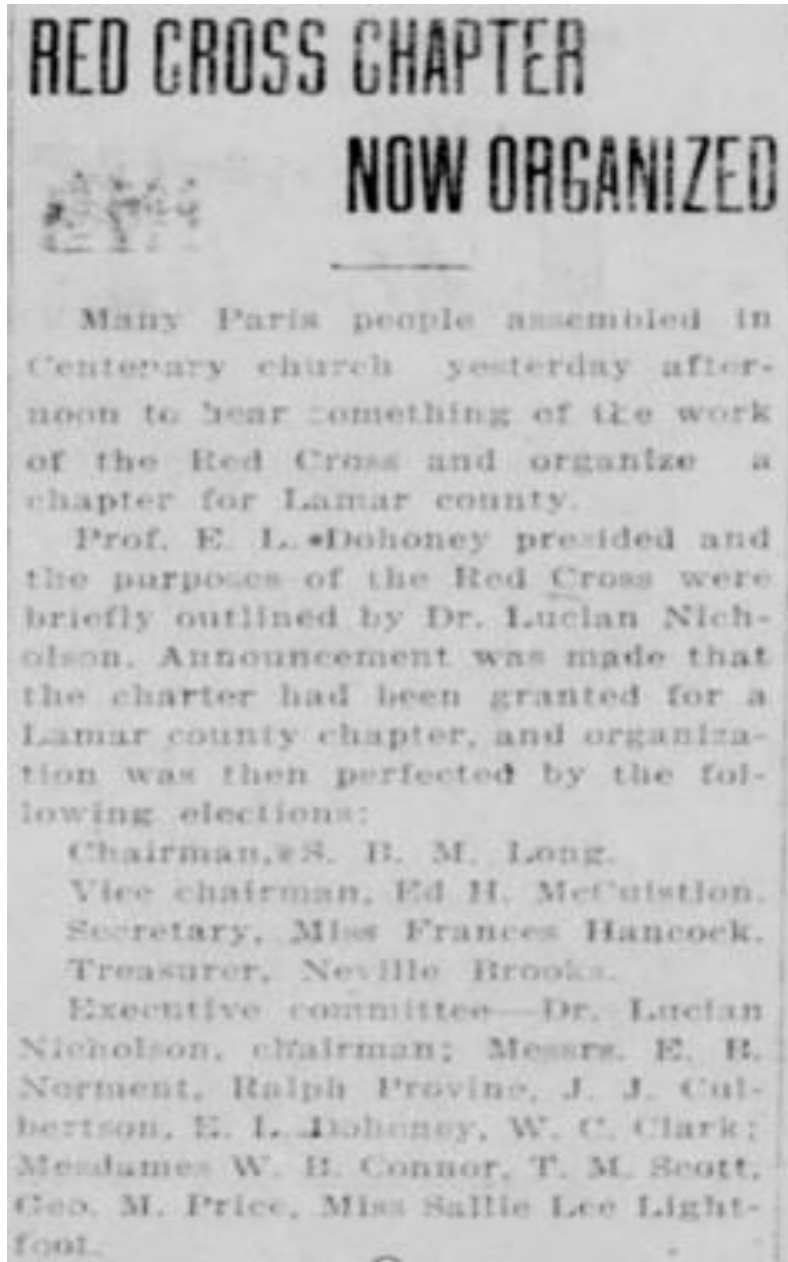
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Activity Image: *The Paris Morning News* article, May 25, 1917

Citation: *The Paris Morning News*, May 25, 1917.



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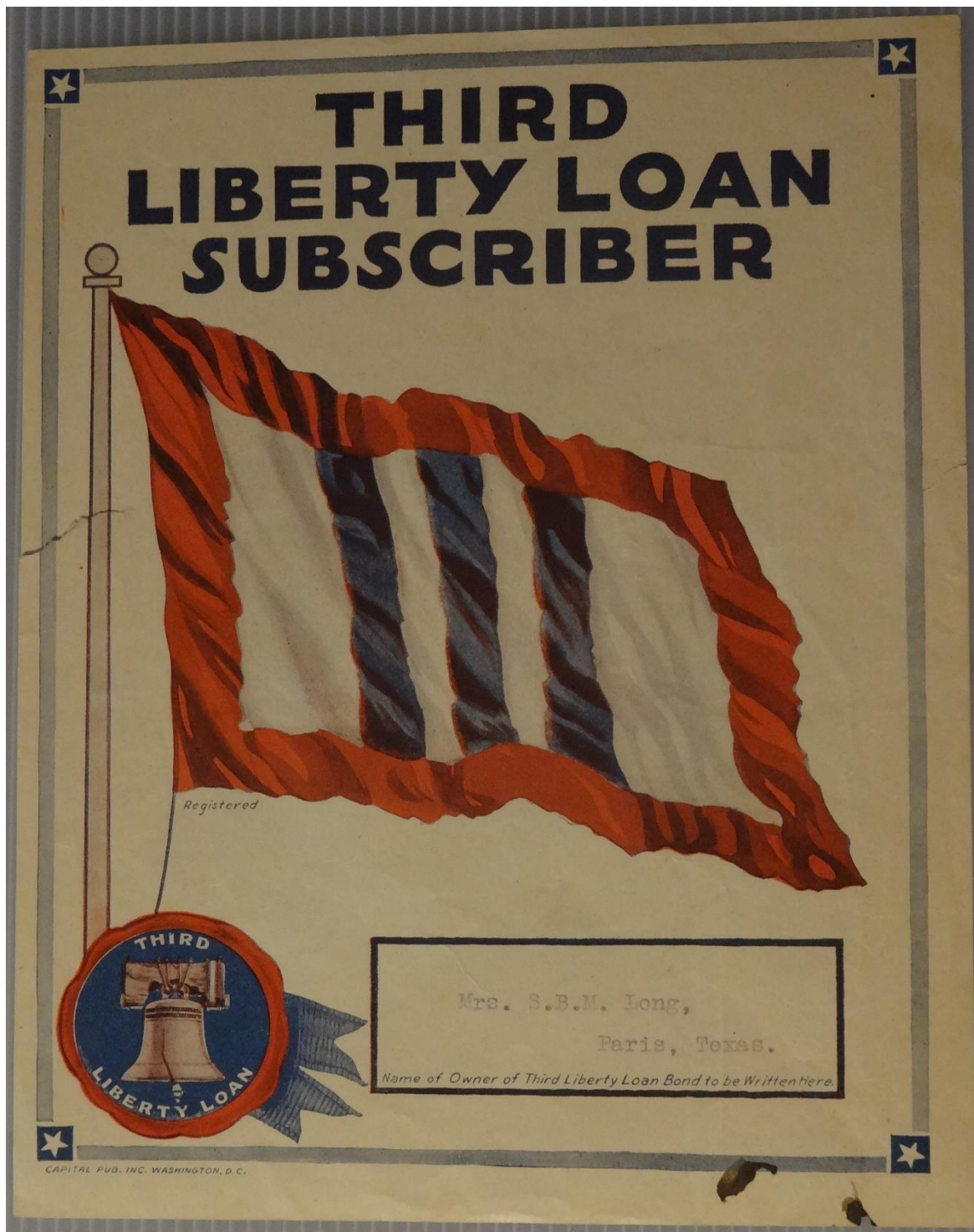
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Primary Source Activity: Document A

Citation: Courtesy of Sam Bell Maxey House State Historic Site



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Primary Source Activity: Document B

Citation: Courtesy of Sam Bell Maxey House State Historic Site.

LOCATION Paris, Texas

DATE OF APPOINTMENT June 22, 1918

 American Red Cross Identification Card

Mrs. Lila W. Long IS HEREBY APPOINTED

Member OF COMPANY D. Haman

CANTEEN SERVICE

EXPIRES Upon request

NOT TRANSFERABLE

S. B. Long CHAIRMAN LOCAL CHAPTER

Charles H. Pettit DIV. DIRECTOR CANTEEN SERVICE



THIS IS TO CERTIFY THAT

Mrs. S. B. Long

IS HEREBY APPOINTED AN INSTRUCTOR IN THE PREPARATION OF

RED CROSS SURGICAL DRESSINGS

Mrs. Edmund F. Brown DIVISION SUPERVISOR OF SURGICAL DRESSINGS

Florence M. Marshall DIRECTOR, WOMAN'S BUREAU

DATE Sept. 27, 1917

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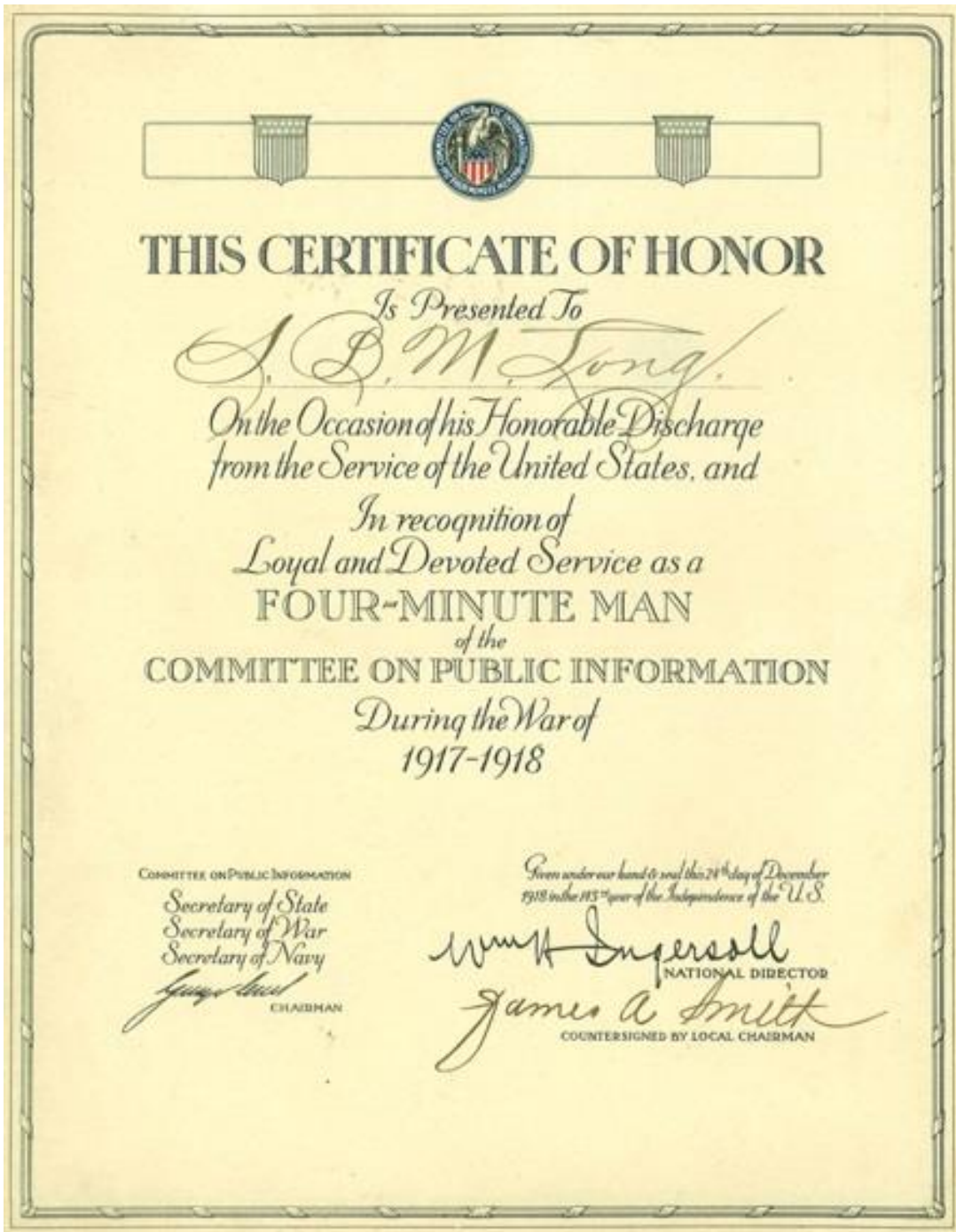
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Primary Source Activity: Document C

Citation: Courtesy of Sam Bell Maxey House State Historic Site



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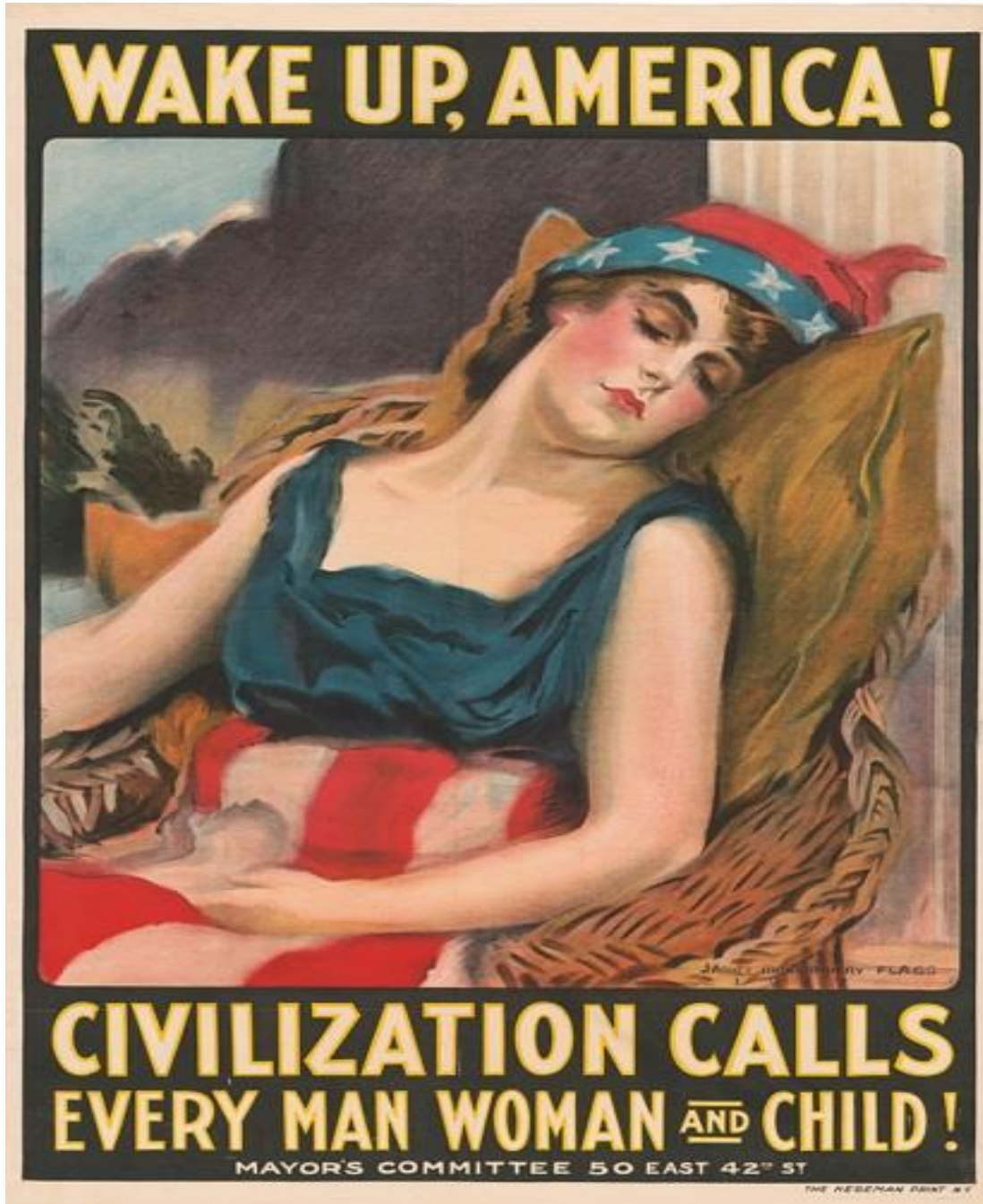
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Primary Source Activity: Document D

Citation: Flagg, James Montgomery, Artist. *Wake up America! Civilization calls every man, woman and child!* United States, 1917. N.Y.: The Hegeman Print. Photograph. <https://www.loc.gov/item/91726511/>.



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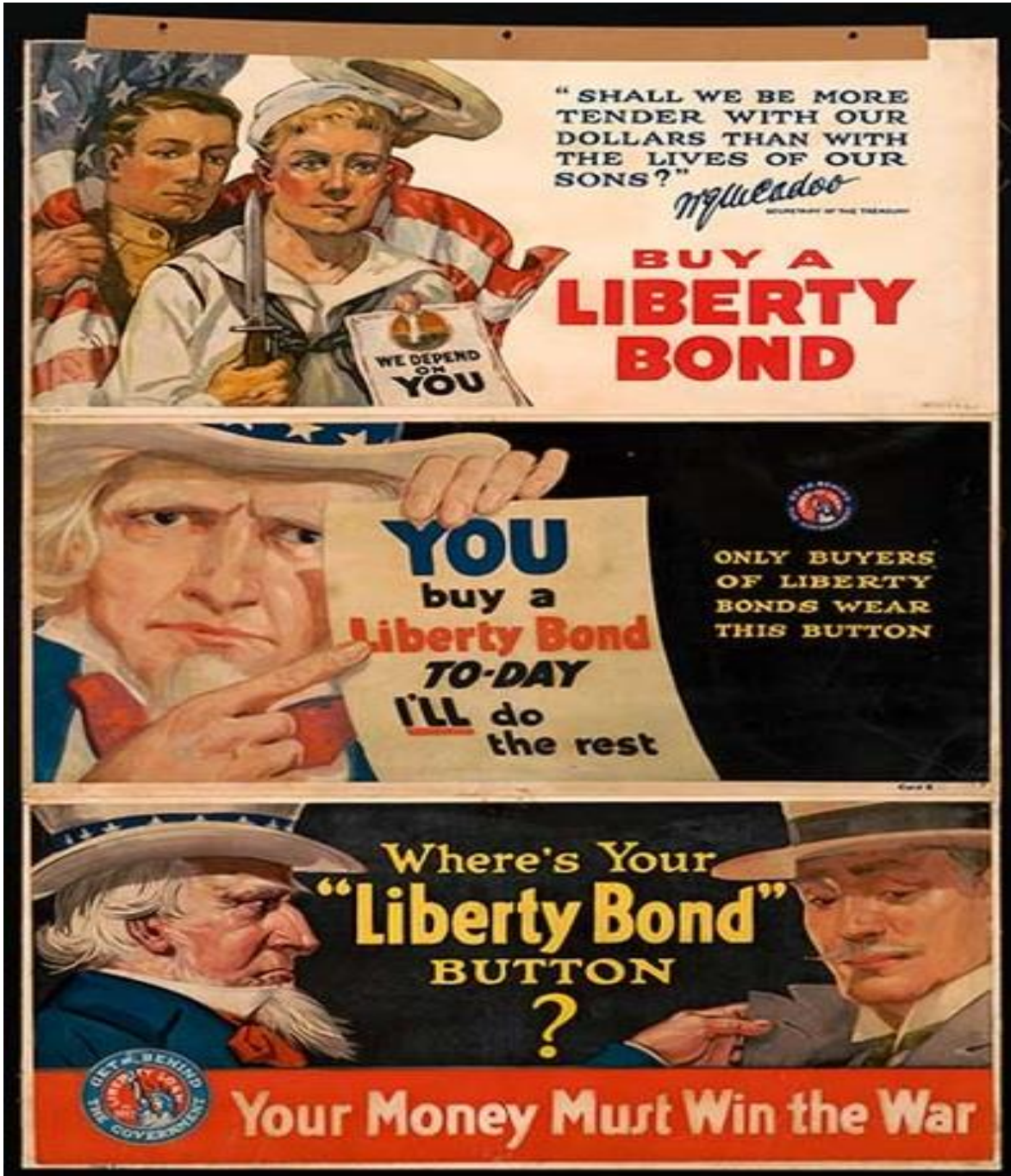
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Primary Source Activity: Document E

Citation: *Buy a Liberty Bond; You Buy a Liberty Bond To-Day, I'll Do the Rest; Where's Your "Liberty Bond" Button? Your Money Must Win the War*, 1917. Lithographs. Prints and Photographs Division, Library of Congress (098.00.00)



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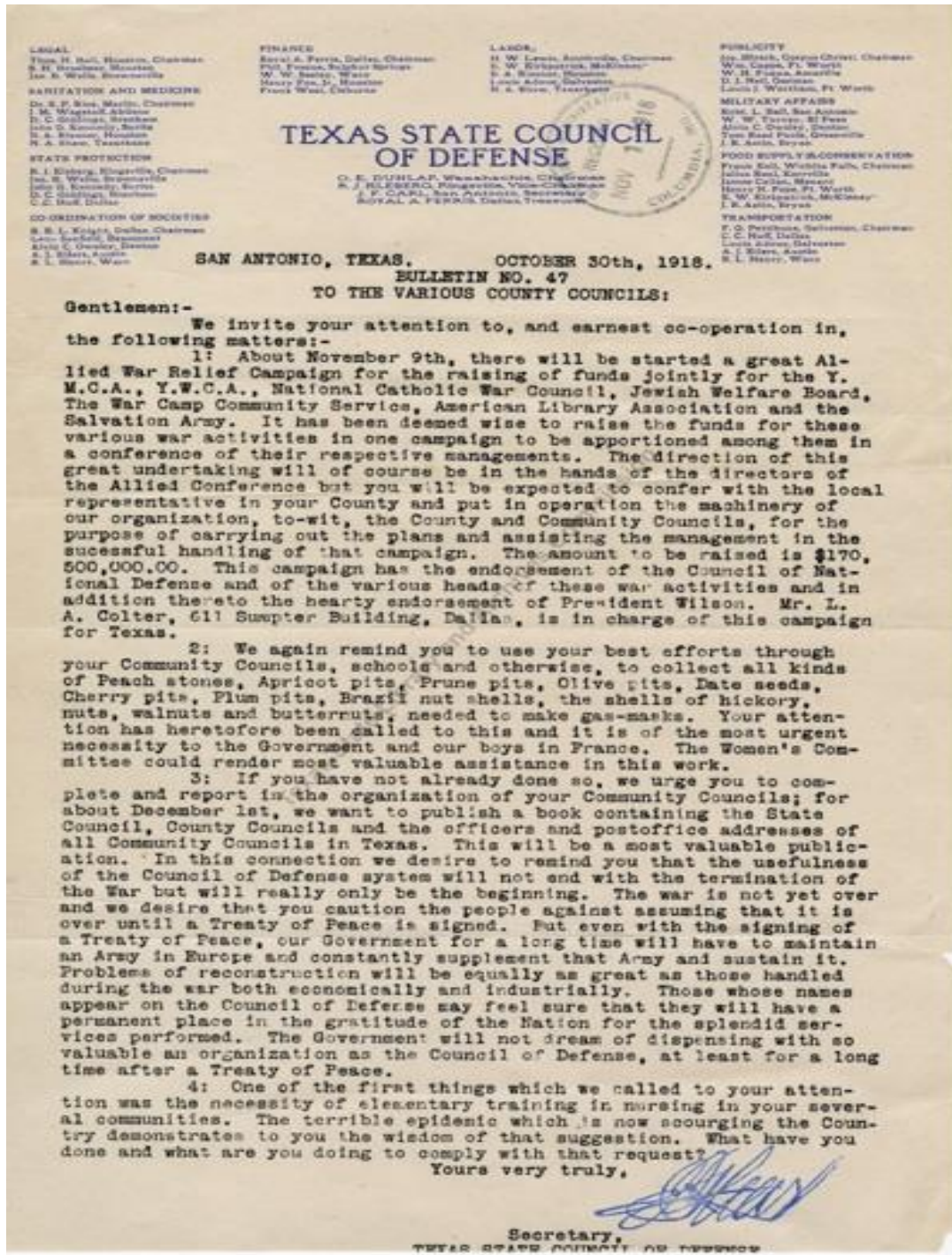
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Primary Source Activity: Document F

Citation: Carl, J.F. *Texas State Council of Defense Bulletin No. 47* from Secretary J.F. Carl to the various county councils, October 30, 1918. American Legion collection, 2-22/868.



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Primary Source Activity: Document G

Citation: *Purpose and plan of the Four Minute Men.* United States. Committee on Public Information. Division of Four Minute Men, 1918. University of Colorado at Boulder Libraries, Archives Dept., <https://cudl.colorado.edu/luna/servlet/detail/UCBOULDERCB1~58~58~426122~124516>.

PURPOSE AND PLAN OF THE FOUR MINUTE MEN.

PURPOSE.

The Four Minute Men, a nation-wide organization of volunteer speakers, was organized June 16, 1917, for the purpose of assisting the various Departments of the Government in the work of national defense during the continuance of the war, by presenting messages on subjects of vital national importance to motion-picture theater audiences during the intermission. The subject matter is prepared and the speaking is directed from Washington under the authority of the Government.

AUTHORITY.

The Four Minute Men organization is a Division of the Committee on Public Information. This committee was created by Executive order of the President of the United States, dated April 14, 1917. This committee, as appointed in the Executive order, consists of:

GEORGE CREEL, *Chairman.*
THE SECRETARY OF STATE.
THE SECRETARY OF WAR.
THE SECRETARY OF THE NAVY.

The Four Minute Men was made a Division of the Committee on Public Information on June 16, 1917, with the personal approval of President Wilson, who requested that the work of the organization be extended as rapidly as possible throughout the country.

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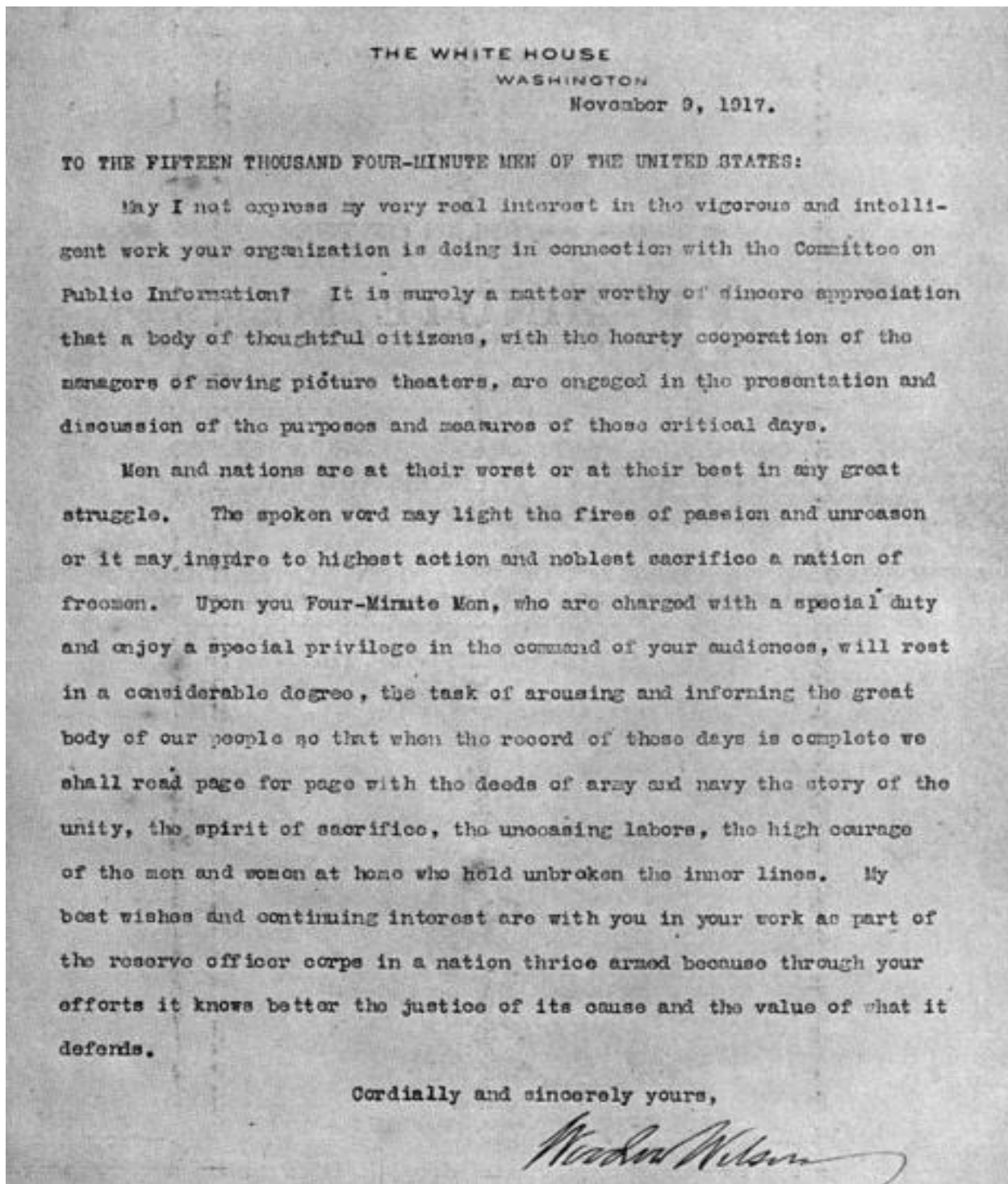
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Primary Source Activity: Document H



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Primary Source Analysis: All In!

Use the primary source documents A-H to answer the following questions.

Document A

Who was the owner of this Liberty Loan?

Document B

To whom did the first card belong? What date was it issued?

The first card owner had Red Cross-certified expertise in what skill?

To whom did the second card belong? What date was it issued? When did the card expire?

What service was this second card owner able to perform? What was involved in that service?

Document C

To whom was this certificate issued? When?

What service did this certificate honor?

Who served on the Committee on Public Information?

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Document D

What is the message of this poster?

Who does the sleeping figure represent?

Who was the poster artist?

When was this poster published? Where?

Document E

What is the message of this poster? When was it published?

What emotional appeals are used in this poster?

What message was implied by the question in the bottom third of the poster?

Document F

When was this bulletin released? From what location?

What was the amount targeted for fundraising? How were the funds to be used?

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Why were nut and seed products ultimately useful for U.S. soldiers in France?

What two warnings about the war and its aftermath were included in this bulletin?

What training need is outlined in this bulletin? Why?

Document G

What was the purpose of the Four Minute Men?

When was the organization formed? Who approved the formation?

Document H

Who was the author of this text? From where was it issued? When?

What was the purpose of the text? What two groups of stakeholders are mentioned?

What does the text writer say about the power of the spoken word?

Why does the text writer feel this organization will be considered to have been valuable after the war?

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